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ABSTRACT

An evaluation was conducted to determine the usefulness and effectiveness of the Washington Occupation Information Service (WOIS) materials and training workshops. Eighty-five Youth Employment and Training Project (YETP) counselors and administrators from twenty-one Comprehensive Employment Training Act (CETA) sites throughout Washington participated in the workshops, which were held at eight locations. While at the workshops, the participants assessed their effectiveness through skills tests, direct observations, ratings, and subsequently, through telephone interviews. Overall, the training seminars were judged to be successful, although trainees at three locations did not achieve passing ratings on the post tests. The telephone interviews also included questions on the use and effectiveness of WOIS materials. Two of the twenty-one sites were not using the materials at all. Eighty-nine percent of those surveyed commented positively about WOIS. Then, YETP clients at all sites were asked to complete forms assessing the WOIS materials. Only six sites returned the questionnaires, and their results showed client satisfaction to be very high. It was found that the degree of successfulness of WOIS varied from site to site due to the following factors: (1) lack of planning time; (2) lack of interest in WOIS by site personnel; (3) complexity and reading level of materials beyond clients' scope; and (4) lack of coordination of WOIS with other training materials. (ELG)

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The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites.

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This is a report of an evaluation of a project undertaken by WOIS staff to train CETA personnel in the use of WOIS and to effectively implement use of WOIS materials in CETA sites. Results indicated that most of the project's objectives were met at many of the sites. However, some sites failed to make effective use of WOIS materials.

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The Effectiveness of the Washington Occupation Information Service (WOIS)

as a Career Guidance Instrument

for Youth Employment Training Program (YETP) Clients

I. Introduction

During June and July, 1978, the Washington Occupation Information Service (WOIS) staff conducted a series of eight workshops. These workshops were held for the purpose of training Youth Employment Training Program (YETP) personnel, primarily counselors and administrators from 21 comprehensive Employment Training Act (CETA) sites throughout the State, in the use of the WOIS occupational information material.

Workshop participants were provided with complete sets of the WOIS material, explanations of its use, and actual hands-on practice in working with the material. The material included: WOIS User Handbooks, an Occupational Needlesort Deck, and five Ring Binders containing Occupational Information, School Information, Educational and Training Program Information. In addition, a Coordinator's Handbook was provided with each set of material. At the workshops 32 sets of the WOIS material were provided for the 21 sites and 85 participants were trained.

These workshops were intended to increase the understanding, acceptance and use of the WOIS materials. In order to determine whether the material was successfully implemented in the CETA sites and whether it was useful to the YETP clients, WOIS contracted with the Educational Assessment Center at the University of Washington to perform a project evaluation. As an outside evaluator the Educational Assessment Center was specifically requested to:

1. Determine the client's* perceptions of the usefulness of the WOIS materials.
2. Determine the YETP user's perception of the effectiveness and usefulness of the WOIS material.
3. Determine the effectiveness of the WOIS training workshops.

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*The term "client" is used in this report to refer to those individuals who are served by YETP and CETA programs. The term "user" is reserved for YETP and CETA personnel who use WOIS in their training programs.

WOIS TRAINING SESSIONS

Six sites were originally selected for conducting the training workshops. Two additional training sites were added to the list because the Yakima Office on the day that the training workshop was conducted at Ellensburg received word that their funding had been temporarily discontinued. Also, some participants did not attend the Workshop originally scheduled in Seattle, thus requiring a second workshop. Workshop sites, the number of participants at each, and the instructor(s) are as follows:

Site	(N)	Instructors
Spokane	11	Wall/McClelland
Tacoma	5	Schmidt
Vancouver	10	Schmidt
Ellensburg	19	Wall/McClelland
Seattle (first)	10	Schmidt/McClelland
Port Orchard	5	McClelland
Yakima	6	Schmidt
Seattle (second)	19	McClelland
Total	85	

The length of the workshops varied from site to site but averaged about 3½ hours in duration. Presentations included a video-sound slide program explaining WOIS, introduction to WOIS materials with hands-on experience, and an open book skills test at the completion of the session. Additionally, workshop participants were asked to rate the instructors on the quality of their presentations. The skills test and the evaluation section for rating the quality of the presentations are found in Appendix A. Three of the training site sessions were observed by Lutz. These were at Ellensburg, Seattle, and Tacoma. Subsequent to all of the sessions, instructors were provided with feedback on the performance of the trainees on the post tests and with the ratings they had received.

The performance criteria for the training objective was that 90% of the trainees achieve a minimum test score of 80% on the post session skills test. The percent of trainees achieving the minimum test score or greater for each site is shown in the following table:

Table 1

Sites*

	Spokane (N=10)	Ellensburg (N=13)	Vancouver (N=9)	U of W (N=11)	Tacoma (N=5)	Port Orchard (N=5)
Percent achieving minimum test score of 80%	90	67	31	10	100	100

*Sites are presented in the order in which they were conducted. The special training workshops given at Yakima and Seattle contained no post test.

Review of the data indicated that the objective was met at the Spokane site but not in the next three sessions. At the Ellensburg site only 67% of the partipants met the minimum standard. This figure was surprising as more than 50% of the trainees indicated they had previously been involved with the use of WOIS and were active participants in the "hands-on" segment of the training. However, the training session was conducted in the afternoon beginning at 1:45. The YETP staff that participated in this session had also been in a four hour planning meeting during the morning. Therefore, fatigue could have been one factor contributing to the low percentage of trainees meeting minimum requirements.

The training session at Seattle did not appear to be optimally structured. Introductory remarks in combination with the video slide presentation took more time than was anticipated. The "hands-on" segment of the training session was somewhat hurried and interest displayed by approximately one-half of the trainees indicated a sort of blasé attitude toward the whole process. Few participants indicated serious interest in using the WOIS materials in answering the post test;--indeed, some didn't bother to complete it. For the most part, the evaluator observed participants simply making educated guesses on many questions. Trainees seemed more intent upon picking up their boxes of materials and leaving for lunch or returning to work. Still, the participants rated the WOIS staff fairly high on their presentation, as will be seen later.

After the Seattle training session, the instructors and the evaluator reviewed the training session and decided that the video slide presentation should be eliminated in order to give participants more time with the

segment of the training. This procedure was followed in the remaining two training sessions scheduled at Tacoma and Port Orchard, and the performance criteria was accomplished by all participants. The removal of the video slide presentation seemed to enhance the completion of training session objectives because more time was available for completion of the skills exercises.

Ratings of the workshop by trainees are provided in Table 2.

Table 2

Participant Mean Ratings of WOIS Training Workshop

	Spokane (N=10)	Ellensburg (N=13)	Vancouver (N=9)	Seattle (N=11)	Tacome (N=5)	Port Orchard (N=5)
organization of training sessions	4.600	4.100	4.250	3.900	4.500	4.444
clarity of presentation	4.400	3.830	4.125	3.440	4.750	4.600
use of visual aids	4.600	4.250	4.750	4.440	4.500	4.200
appropriate answer given for your questions	4.800	4.100	4.625	4.330	4.750	4.250
overall quality of the presentations	4.700	3.900	4.375	4.220	4.750	4.500
overall value of training session	4.700	4.100	4.375	4.110	5.000	4.444

Scale 5 = Very Good
4 = Good
3 = Fair
2 = Poor
1 = Very Poor

As can be seen from Table 2, the various facets of the workshop presentations had mean ratings which were quite high. The lowest rated item was "clarity of presentation" by the Seattle participants (3.44). The Tacoma attendees gave a perfect 5.0 rating to the "overall value of the training sessions". In general, the ratings show no ovsious place for needed improvement.

It is interesting to note that the locations with the lowest post-session achievement passing rates also tended to rate the presentations lower. The three highest ratings on overall value of the training session were by the sites--Spokane, Tacoma, and Port Orchard--which all met the performance criteria objective. However, participants did not know their test results when they made their assessment of the training seminar. Although the ratings for each site tended to be confined to the upper limits of the scale, i.e., most in the "good" to "very good" range, the magnitude of the relationship suggests that there might be factors in the quality of the presentations which had causal effects on participant performance on the post test. Beyond observations already made, additional factors having an effect are not known. However, it is worth indicating that despite the low performance of participants at the sites indicated, the follow-up survey did not reveal a desire for a review session by those contacted for going over problems in the use of WOIS. As previously stated, many indicated that after working with the materials at their sites, they had become more familiar with the intricacies of the system, and did not feel a second training session was necessary for this purpose.

YETP STAFF PERCEPTIONS

During the month of August 1978 telephone interviews averaging 20 to 30 minutes in length were conducted with YETP staff members from 21 CETA sites throughout the State. The interview consisted of 17 questions and covered three general topics:

use of the WOIS material,
effectiveness of the WOIS material,
and
training session information.

These interviews were conducted in order to determine perceptions of the effectiveness and usefulness of WOIS, and in order to gain some indication of satisfaction with the material. The questions asked in the interivew are found in Appendix B.

An interview was conducted with at least one staff member from each of the 21 CETA sites. Where more than one staff member from a site was interviewed, comments from the person most directly responsible for using

the WOIS material were analyzed. Generally, we found that those not directly involved with the implementation of WOIS had little "feel" for either the usefulness or effectiveness of the material (the primary purpose of the interview), and we therefore decided that it would not be appropriate to include their responses in our evaluation. The number of responses will not always equal 21, since not all of the respondents answered each question. Some questions were not relevant to certain respondents. For example, at one site the WOIS materials were still in boxes and had not been used. One site had use of the materials on a shared basis and had not yet had its "turn". One respondent had been given responsibility for using the material but had not been trained in its use. And at certain other sites the materials had had very limited use, and the respondents were reluctant to answer some of the questions.

Use of WOIS

As of August WOIS was being used to some degree in nineteen of the twenty-one sites (question 1). Two sites were not using the material at all. One of these explained that there was no room to display and to use the material; and the other was sharing the material with a CETA site in a different town and had not yet had its turn to use the material. These two sites represent the 10% non use of WOIS. Both sites, however, were anticipating using the material in the near future. The percentage of the clients with which WOIS was reported as used varied considerably from site to site. The number of sites within various percentage ranges is presented in the table below. As can be seen from Table 3, at the sites which were then using WOIS to some degree, 8 (42.5%) were using the material with at least half of their clients (question 3). Of the remaining 11 sites (57.5), 7 were using the material with an eighth of their clients or less.

Table 3

Per Cent of Clients Using WOIS Materials

Percentage Range	Number of sites	(percentage)
0 - 12.4	7	(37)
12.5 - 24.9	1	(5)
25 - 37.4	2	(11)
37.5 - 49.9	1	(5)
50 - 62.4	2	(11)
62.5 - 74.9	2	(11)
75 - 87.4	1	(5)
87.5 - 100	3	(16)

By August, 1 - 1½ months after the training sessions, 52% of the respondents felt that WOIS was becoming an integral part of their career education activities (question 9). The remaining 47% represents 9 sites and the respondents from each of these sites offered various reasons why it had not been possible to use the material to a greater extent. These comments will be discussed further in a later section of the report. At half of the sites some portion of the clients were using the WOIS material more than once (question 4).

The Effectiveness of the WOIS materials

In question 7 respondents were asked to rate the effectiveness of the WOIS material on a scale from 1 (ineffective) to 5 (very effective). The mean rating for this question was 4.06, with 35.5% of the respondents rating the material 4 and 35.5% rating it 4.5 or above. Clearly a majority, 71%, rated the effectiveness of the WOIS material quite high.

Question 8 asked respondents to give their overall impression of how effective WOIS had been in aiding their client's exploration of career choices. This more open-ended question sought an elaboration on the effectiveness rating asked for in question 7 and elicited responses related to WOIS' effectiveness and usefulness as well as the staffs' satisfaction with the material. In responding to question 8, as well as to the other questions related to WOIS' effectiveness (questions 6, 7, and 10), 67% of those surveyed made comments of a positive nature. An additional 22%

made positive comments with certain qualifiers. For example, "for those who were interested, it has really helped". In total, then, 89% of those questioned had some positive comments to make concerning WOIS.

Two sites, representing the remaining 11% of the CETA sites, made no positive comments concerning WOIS. One site made a very specific criticism of WOIS: the other was critical of WOIS but had only general criticisms. At the first site, all the agency's clients were non native speakers and found WOIS unsuited to their English skill levels. At the second site all testing and assessment was carried out in a different component of the agency. The respondent at this site, removed physically as well as functionally from the testing center, had no responsibility or incentive for using QUEST or any of the WOIS material in his possession. In addition this person did not have the time to use the material, felt it was "limited", and preferred the COPS test in any case. During the month and a half the material had been at this site, the respondent had used it with two clients.

While 89% of those surveyed had some positive comments to make about WOIS, and only 11% were wholly critical, most respondents (89%) also had concerns and certain reservations to express in response to questions 5 through 10. The most common comments are listed below:

63% identified time as a problem, both in terms of the time it took to make thorough use of the materials, and in terms of the limited amount of time a counselor could typically devote to each client; one counselor described an assembly-line pressure of having to process so many clients to meet weekly and monthly quotas.

47% identified QUEST as a problem, certain questions and some of the examples in the QUEST were felt to be "vague", "confusing", "unclear" and "hard to understand".

37% felt that the WOIS material was complicated, either "too complicated" (11%), or "sometimes too complicated" (26%) for their client's level of understanding (question 5).

37% mentioned reading skill problems their clients had using the material, even though all respondents counseled their

POSITIVE COMMENTS	EFFECTIVENESS RATING	CONCERNS, CRITICISMS AND PROBLEMS
"excellent tool...exciting to see something like this that is available, happy to use"	4.5	"QUEST examples are confusing... the questions and wording are a problem, e.g., 12"
"really like it...it's fun"	3.5	"QUEST not adequate for the total picture...need other tools"
"information is excellent	3.5	"Don't like QUEST...written in a way I don't like... have used CAI"
"really effective...a good tool"	4	"took too long to go through needlesort and files"
"ingenious...generally it's very good"	3	"sometimes cards (QUEST) are awkward...too much stuff... don't have time to spend on...it's not easy to follow"
"very useful, when appropriate"	4	"some clients answer the questions but didn't understand them"
"very effective...useful and worthwhile	5	"ran out of time"
"it's been useful...for those who were interested, it has really helped"	3.5	"clients reading skills. .the School Book is hard to use"
		"too complicated for non English speaking clients...not suited for our clients"
"for those who can use it it's very helpful"	4	"vocabulary too complicated... works better with more educated clients"

POSITIVE COMMENTS	EFFECTIVENESS RATING	CONCERNS, CRITICISMS AND PROBLEMS
"I really like it...very helpful"	4.5	"no good for non English speaker...we have them fill out QUEST in their ESL class... it's hard to understand some of the questions".
"a very valuable tool"	5	
"if we had the time it would be quite useful"	4	"the system is complicated... takes too much time"
"very effective with the clients"	"not fair for me to rate it"	"questions are confusing... self evaluations are subjective not objective and they sometimes eliminated realistic possibilities".
	3	"material is limited, I prefer COPS...we don't have time"

Training Session Information

Respondents were asked if the training session provided them with an adequate understanding of WOIS. Of the 16 answering this question, 15 responded affirmatively and one said "no". Furthermore, 4 of 17 indicated a desire for a second training session, and 13 did not feel the need.

Respondents were read a list of topics that a subsequent workshop should cover and asked to indicate personal interest in each. The list of topics and the number of individuals indicating interest in each is found in Table 4.

Table 4

Subsequent Workshop Topics*

Topic	Number of Respondents Yes	No	Don't Know	No response
QUEST and other vocational assessment instruments	16	0	1	6
Additional sources	11	0	1	11
Occupational decision-making	8	2	2	11
Individualized Employment Planning	4	0	1	18
Job Search Techniques	12	0	2	9
Apprenticeshop Programs	10	2	2	9
Counseling toward non-traditional vocations	10	1	2	10
Job licensing	7	1	4	11
Community Resources	3	1	4	15
Relating WOIS to job placements	3	1	4	15

*Responses from two additional YETP staff who were interested in further training are included in the table.

As can be seen interest was shown for "QUEST and other vocational assessment instruments such as GATB, Interest Inventories, Strong-Campbell, Kruger, Holland, Self-Directed Search, Interest Check List." "Additional sources of occupational interest", "Occupational decision-making and clarification of work values", "creative job search techniques including motivation, needs satisfaction, etc", "apprenticeship programs", and "counseling toward non-traditional vocations" also gained strong support.

YETP CLIENT PERCEPTION

Evaluation forms were developed to be completed by YETP clients subsequent to their use of WOIS. A copy of this optically scannable form

is found in Appendix C. At the training sessions forms were given to at least one participant from each of the 21 CETA sites, or arrangements were made for a person to receive the forms. The forms were to be given to YETP clients after they had used WOIS to assess their impressions of the system's usefulness as a career education tool. Because little information was available concerning the number of youth participating in the YETP program at each site, what sampling procedure to use was problematic. Without knowing the size of the sites, the availability of materials for each, and the degree to which WOIS would be implemented or used, the WOIS staff and the evaluators decided that under the circumstances the most appropriate procedure to follow was to request that site personnel who were assigned responsibility for WOIS implementation attempt to obtain feedback from the first 25-50 clients at each site. This request was made during the training sessions and again during the telephone interviews in August. The deadline for returning the forms was the third week in August.

Only 6 of the 21 sites returned client evaluation forms*. In the telephone interviews, the following reasons were stated for the forms not being returned by the deadline:

---WOIS materials were not available for use at the site (not site's turn yet)
---did not have evaluation forms
---evaluation forms which had been completed were lost
---WOIS had only been minimally implemented at the present time
---WOIS was to be implemented in early fall

Sites which returned the evaluation forms were:

Spokane (Project See)
Spokane (Educational Service District)
Tacoma (Youth Employment Center)
Bremerton (CETA Intake and Employment Center)
Moses Lake (Grant County Community Action)
Vancouver

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*One other site sent their forms after data analyses had been completed for the other 6 sites.

The total number of evaluation forms returned was 163. The evaluation form solicited demographic information from YETP clients in addition to their perceptions of the usefulness of the information contained in the WOIS files. The demographics and ratings of the files will be discussed in the remaining section of this report.

Demographics

Age distribution for all categories is found in Table 5. The modal for age was the 15-18 year old category which accounted for 69.9% of the respondents.

Table 5

Age Distribution

Age Category	Number of Respondents	Per Cent
Less than 15	11	7.5
15 - 18	102	69.9
19 - 22	28	19.2
23 - 26	2	1.4
27 - 30	3	2.1
Over 30	0	0.0
Total	146	100.0

Females accounted for 54.2% of the 142 respondents who indicated their gender. One hundred twenty-two of the respondents indicated their ethnicity. The ethnic distribution is provided in Table 6:

Table 6

Ethnic Distribution

Ethnic Group	Number of Respondents	Per Cent
American Indian	7	5.7
Asian American	3	2.5
Black	23	18.9
White	85	69.7
Other	4	3.3
Total	122	100.0

The number of years of school completed is contained in Table 7:

Table 7

Years of School Completed

Years of School Completed	Number of Respondents	Per Cent
< 8	4	2.6
8	4	2.6
9	20	13.2
10	35	23.2
11	47	31.1
12	33	21.9
13	3	2.0
14	2	1.3
15	2	1.3
16	1	.7
Total	151	100.0

As can be seen from the data, the median falls at the 11th grade. On another item labelled, "describe your present activity", 22.1% of the respondents indicated Junior High or High School while 62.4% indicated CETA or YETP training. The remaining 15.5% of the responses were distributed over various other school categories and not employed categories.*

Two remaining questions asked were how many full time jobs had been held and how many years of full time employment had the respondent had? Results are as follows:

*The total number of clients responding to this item was 149.

Table 8

Full Time Jobs

Number of Full Time Jobs Held	Number of Responses	Per Cent
None	60	40.0
1	46	30.7
2	23	15.3
3	11	7.3
4	7	4.7
5	2	1.3
6	1	.7
Totals	150	100.0

Table 9

Years of Full Time Employment

Years of Full Time Employment	Number of Respondents	Per Cent
None	62	41.3
< 1	53	35.3
1 - 3	30	20.0
4 - 6	3	2.0
7 - 9	2	1.3
Totals	150	100.0

As the data indicated, 40% of the respondents had not had a full time job and 76.6% had had less than one year of full time employment. This result is expected given the age distribution data.

In summary, the demographic information revealed that for those YETP clients who responded 96.6% were under 23 years of age; the median for years of school completed fell at the 11th grade; the majority of the respondents were female and a large majority of YETP cleints had not been employed full time for a duration of time exceeding one year.

The item, "describe your present activity", did not provide summative information because, in many instances, YETP is a summer program, and we do not know whether the 63.4% who indicated that their present activity was CETA or YETP training were responding to the item on a short term perspective, and were continuing their education in the Fall, or, in fact, were at best "stop outs" in terms of education. Either result would not detract from the use of WOIS as a career education tool, but if a distinction were made in any future evaluation, better data may be obtained with which to target YETP groups who have difficulty with the reading level of WOIS materials. In contacting CETA site personnel, one of the criticisms of the WOIS materials was that the reading difficulty factor was often too high.

Ratings of WOIS Information

Ratings of QUEST and the usefulness of specific categories of information contained in the WOIS files are found in Table 10 for each of the CETA sites returning the evaluation forms. (See the evaluation form in Appendix C to determine scales used for each item.)

In reviewing the data, one can see that, the mean ratings for many of the items tended to vary somewhere between mid-range and high ratings. General observation indicated that the "occupation description" and "occupation preparation" information received the highest ratings in terms of usefulness at most of the sites. Information on "high school preparation" also received fairly high usefulness ratings across all sites. "School services and costs" information was rated high on the list for usefulness at Moses Lake and Vancouver and was given more or less average ratings at the other four sites. "QUEST" was rated somewhat above "average appropriateness" for obtaining an occupational list by Bremerton and the two Spokane sites and "fairly high" by Tacoma and Vancouver sites. QUEST was not used at Moses Lake. "Job forecast" information was also rated very high at Vancouver and Tacoma. Finally,

Table 10

Rating of WOIS Services by Clients*

Items	Sites: Spokane (Educ Serv Distr)	Spokane (Proj SEE)	Bremerton	Vancouver	Moses Lake	Tacoma	Totals
	(N=35)	(N=33)	(N=13)	(N=9)	(N=25)	(N=48)	
1. Occupation List from QUEST:	$\bar{X}$ = 3.42 S = 1.20	$\bar{X}$ = 3.71 S = 1.00	$\bar{X}$ = 3.45 S = 1.21	$\bar{X}$ = 4.78 S = .44		$\bar{X}$ = 4.26 S = 0.96	$\bar{X}$ = 3.88 S = 1.10
2. Descriptions of Occupations (What is done on the job):	$\bar{X}$ = 3.51 S = 1.29	$\bar{X}$ = 4.10 S = .89	$\bar{X}$ = 4.41 S = .79	$\bar{X}$ = 3.89 S = .78	$\bar{X}$ = 4.04 S = 0.91	$\bar{X}$ = 4.57 S = 0.86	$\bar{X}$ = 4.09 S = 1.05
3. Job Outlook Information:	$\bar{X}$ = 3.34 S = 1.42	$\bar{X}$ = 3.91 S = .87	$\bar{X}$ = 3.72 S = 1.27	$\bar{X}$ = 4.57 S = .53	$\bar{X}$ = 3.92 S = 1.18	$\bar{X}$ = 4.60 S = 0.65	$\bar{X}$ = 4.01 S = 1.14
4. Programs of Study Information:	$\bar{X}$ = 3.04 S = 1.30	$\bar{X}$ = 4.00 S = .87	$\bar{X}$ = 3.38 S = 1.51	$\bar{X}$ = 3.86 S = .90	$\bar{X}$ = 4.13 S = 0.89	$\bar{X}$ = 4.40 S = 0.66	$\bar{X}$ = 3.88 S = 1.12
5. How to Prepare for Occupations:	$\bar{X}$ = 3.78 S = .99	$\bar{X}$ = 4.05 S = .95	$\bar{X}$ = 4.10 S = 1.37	$\bar{X}$ = 5.00 S = 0	$\bar{X}$ = 4.12 S = 0.93	$\bar{X}$ = 3.83 S = 0.44	$\bar{X}$ = 4.16 S = .95
6. HS Student Preparation Information:	$\bar{X}$ = 3.48 S = 1.43	$\bar{X}$ = 3.91 S = .81	$\bar{X}$ = 4.00 S = 1.40		$\bar{X}$ = 4.0 S = 0	$\bar{X}$ = 4.35 S = 0.84	$\bar{X}$ = 3.97 S = 1.09
7. Additional Information Sources (Bibliography):	$\bar{X}$ = 3.38 S = .87	$\bar{X}$ = 3.53 S = .83	$\bar{X}$ = 3.33 S = .82	$\bar{X}$ = 4.5 S = .71	$\bar{X}$ = 2.00 S = 1.41	$\bar{X}$ = 3.69 S = 1.13	$\bar{X}$ = 3.54 S = 1.02

*N's varied from cell to cell as all services were not used by YETP clients.

$\bar{X}$ represents the mean

S represents the standard deviation

Rating of WOIS Services by Clients* (continued)

Items	Sites: Spokane (Educ Serv Distr)	Spokane (Proj SEE)	Bremerton	Vancouver	Moses Lake	Tacoma	Totals
	(N=35)	(N=33)	(N=13)	(N=9)	(N=25)	(N=48)	
8. Names of People to Contact of Visit:	$\bar{X}$ = 3.00 S = 0	$\bar{X}$ = 2.90 S = .99	$\bar{X}$ = 4.00 S = 1.00	$\bar{X}$ = 3.50 S = .71		$\bar{X}$ = 4.08 S = 0.94	$\bar{X}$ = 3.76 S = 1.00
9. School Services and Costs:	$\bar{X}$ = 3.25 S = 1.13	$\bar{X}$ = 3.94 S = .87	$\bar{X}$ = 3.40 S = .89	$\bar{X}$ = 4.83 S = .41	$\bar{X}$ = 4.26 S = 0.92	$\bar{X}$ = 4.23 S = 0.95	$\bar{X}$ = 4.07 S = .98
10. Overall Rating of the WOIS System:	$\bar{X}$ = 3.63 S = 1.11	$\bar{X}$ = 4.13 S = .62	$\bar{X}$ = 4.08 S = 0.79	$\bar{X}$ = 4.25 S = .46	$\bar{X}$ = 4.04 S = 0.84	$\bar{X}$ = 4.57 S = 0.72	$\bar{X}$ = 4.14 S = .88

the "overall rating" of the WOIS materials was in the "good" to "very good" range.

Conclusions

The objectives, enabling activities, and the evaluation criteria for this project are found in Appendix C. The project as a whole met these objectives and satisfied most of the evaluative criteria. We draw this conclusion from multiple indicators of project effectiveness.

The first project objective related to the training seminars. These were evaluated at the time they were held by a skills test for some, by direct observation, and by participant ratings. They were also evaluated in subsequent telephone interviews with trainees.

On the skills test, trainees achieved the specified performance criteria, (90% of the trainees would achieve a score of 80% or better on the post test) at 3 of the 6 training sessions. The questions on the test were not viewed by the evaluators as difficult, and, thus, we find these results disappointing. Clearly to effectively use the WOIS system, counselors must know the content of the information files and how to use them. Importantly, when the training session schedule was modified to allow more time for "hands on" use of the system, test scores tended to improve. For future training sessions, we recommend continuance of the practice of allowing participants to be actively involved with the system with adequate time allowed for the "hands on" segment.

The telephone interviews provided evidence that failure of the three sites to meet the skills test criteria may have been an artifact of too little time rather than an indicator of inadequate training presentations. In the telephone interviews, two questions were asked which related to the training sessions. The first was whether the training session provided CETA personnel with an adequate understanding of WOIS. Fifteen of 16 persons (94%) responding to this item indicated that the content of the training session was appropriate. A second question was whether they would be interested in a similar training session to review any problems they had encountered in using WOIS. Only 4 of 17 interviewees (24%) indicated an interest in a second session of this nature. Therefore, this result indicates that the training sessions served their purpose for most of the participants.

The ratings of the training sessions further suggests their success. The bulk of the ratings given by participants were either "Good" or "Very Good".

Other questions asked in the telephone interviews were related to usage of WOIS at the various sites. Forty-two percent of the sites (N=8) were using WOIS with 50% of their clientele. Thirty-two percent of the sites (N=7) used WOIS with less than 12.5% of their clients and the remaining sites (N=3) used WOIS with 12.5 - 49% of their clientele. Two sites had not had the opportunity to use the materials at the time of the interviews. Four of the 7 sites which had a 12.5% or less usage factor were from the greater Seattle metropolitan area. At the Seattle training session covering this area, only 10% of the participants achieved the expected performance criteria level. As indicated earlier, many of the trainees did not actively participate in this session. In this instance, the level of achievement on the pencil and paper test suggests both a lack of interest in and a lack of knowledge about WOIS. The absence of knowledge and interest at the end of the training session for some of the Seattle participants was almost certain to result in little use of the system, which was indeed the result. However, at the other metropolitan sites--El Centro, Auburn, and Renton--WOIS was used with a minimum of 66% of their clients. Interestingly, it was individuals from these sites who showed the greatest interest and who tended to do best on the achievement test, though two of the three still did not meet the 80% criterion level.

Another important question asked was whether WOIS was becoming an integrated part of the CETA career education program. Fifty-three percent of the respondents (10 sites) indicated that it was becoming an integral part. Of the remaining 9 sites, 8 used the WOIS material with less than 16% of their client population. In conducting the interviews, it was our observations that where site personnel made an effort to implement WOIS and observe the usefulness of it as a career guidance tool, almost all personnel were receptive to making WOIS a part of their site program. At those sites where use of the system had been minimal, the same willingness to integrate WOIS into the site program was not apparent. Reasons stated for WOIS not being implemented were generally time related, e.g.,

WOIS took too long in terms of the time YETP personnel had available to spend with their clients. This explanation may have been "real" of an appropriate "excuse" for not integrating WOIS into the site programs.

A third indicator of project effectiveness was the ratings of WOIS career information by the clients at the 6 sites from which OPSCAN sheets were returned. These ratings generally fell in a range from average usefulness to very useful, and varied moderately from site to site. The "overall mean rating" of the system was 4.14 on a 5 point scale (5=very good). Therefore, the ratings from these six sites indicated that YETP clients are generally satisfied with the usefulness of WOIS as a career guidance instrument.

The foregoing indicators suggest that the objectives of this project have been, in most instances, accomplished. The degree of success, of course, has varied from site to site. Some factors which have had an influence are the following:

1. Much of the YETP program activity occurs during the summer. It appears that not enough lead time was provided some CETA personnel for planning for the use of WOIS at their sites, e.g., when they would have the materials and who would be responsible for working with the YETP clients.
2. At some sites in which a low usage rate occurred, the foregoing was not a primary problem but rather a lack of interest by the site personnel for implementing WOIS. Future site selections should probably have as part of the criteria for selection, a statement of the need for the services and a commitment of site personnel to WOIS's implementation. A commitment to an adequate trial period is essential for determination of the system's viability as a career guidance instrument for the site's clientele.
3. The WOIS system is not a stand alone career guidance tool. We perceive that many of the CETA personnel would like further information or training in the use of career guidance tools. This factor should be taken under consideration in future training seminars.

4. Finally, a recurring complaint of YETP counselors (37%) was that the reading level and complexity of the WOIS materials was often too advanced for their clientele. Consideration should be given to modification of the system to lessen this problem.

APPENDIX A

EVALUATION OF TRAINING SESSION

Directions: Listed below in Part I are 10 questions covering the use of WOIS. Please answer the questions to the best of your ability. All WOIS materials may be used in finding answers. There is no time limit. Record your answers by darkening the appropriate letter on the sheet provided. Do not mark on the test form. Select only one answer for each question. Use a pencil only. If you have any questions, please consult with your training instructor before proceeding.

Part I.

1) To find a list of schools for practical nursing training, the first step to be initiated is:

   a) look up the program code
   b) look up the occupation code
   c) look up the school code
   d) use QUEST

2) If the answer to question 9 in QUEST is "fairly good", and if no previous answers have eliminated occupations from the needle sort deck, the occupation(s) eliminated by the answer to question 9 would be:

   a) pilots & flight engineers
   b) cashiers & bank tellers
   c) clerk typists
   d) accountants & auditors
   e) all of those listed above

3) The occupational outlook for psychologists is:

   a) balance to slight surplus
   b) slight shortage of qualified applicants
   c) surplus of applicants
   d) trend is upward for demand

4) The tuition cost per regular quarter for a student over 21 years of age attending the L. H. Bates Vocational Technical Institute is:

   a) $150 b) $50 c) $250 d) $100

5) The required preparation for "fallers and buckers" is:

a) employees learn skills on the job

b) employees must have 6 month certification for small engine maintenance

c) employees must have knowledge of various species of logs

d) employees must have knowledge of standards which must be met in specific job setting

6) Information for private vocational and technical schools (school numbers 43101 through 9904) is located in the:

a) brown books

b) blue books

c) green book

d) "a" and "c" above

7) Information on the salary rate for a commercial pilot is found in the:

a) school information file

b) occupational information file

c) educational information file

d) both "b" and "c"

8) Topic code numbers 06-70 pertain to programs of study in the School Information file (red book). The length of the subtopic code numbers is:

a) 2 digits

b) 3 digits

c) 4 digits

d) 5 digits

9) In which of the following sources is information found related to the kinds of coursework required for a profession?

a) occupational information book

b) educational program books

c) school information book

d) "b" and "c" above

10) Which of the following occupational code numbers is categorized as an occupational cluster?

a) 1375 b) 2550 c) 1840 d) 2600

Part II.

Please rate the following with respect to the WOIS training sessions. Grid the appropriate space on your answer sheet.

	Very Good (a)	Good (b)	Fair (c)	Poor (d)	Very Poor (e)
11) organization of training sessions					
12) clarity of presentation					
13) use of visual aids					
14) appropriate answers given for your questions					
15) overall quality of the presentations					
16) overall value of training session					

Part III.

What is your Job Title? Please grid the appropriate category on your answer sheet.

17) (a) Counselors (c) Counselor's assistant

(b) Administrators (d) Educational Specialist

(e) Other

APPENDIX B

I. THE USE OF WOIS

1. Are you currently using WOIS at your site?

   Yes _____

   No _____

2. Would you estimate the number of clients using the system

   Weekly? _____

   Monthly? _____

3. Of your total client population, what per cent use the system?

   _____ percent

4. What percent of your clients, do you estimate, have used the system more than once?

   _____ percent

II. PERCEPTIONS OF EFFECTIVENESS

5. Has the system been too complicated for your client's level of understanding?

   Yes _____

   No _____

   Sometimes _____

6. What types of problems have you observed in the clients use of WOIS? _____

   _____

   _____

   _____

7. As a result of using WOIS, do you feel that your clients have become more aware of the following considerations in their career decision making process?

   Training requirements? _____

   Schools where training is offered? _____

Tuition costs? _____

Wages? _____

Work Setting? _____

Necessary work aptitudes? _____

Future Employment Prospects? _____

Number of workers presently employed in occupation? _____

New occupations to explore? _____

_____

_____

_____

On a scale from 1 (inneffective) to 5 (very effective) how do you rate the system?

(1) (2) (3) (5) (5)

8. Please give us your overall impression of how effective WOIS has been in aiding your clientele in exploring career choices.

_____

_____

_____

_____

9. Is WOIS becoming an integral part of your career education activities?

Yes _____ Elaboration: _____

No _____ _____

_____

_____

_____

III. TRAINING SESSION INFORMATION

10. Do you have any further observations that we have not covered

Yes _____

No _____

11. Did the training session provide you with an adequate understanding of WOIS?

Yes _____

No _____

12. Would a second training session be worthwhile?

Yes _____

No _____

13. In your opinion what should be included?

14. Would you find additional training in a one to two day workshop valuable covering areas such as:

1) QUEST and other vocational assessment instruments, such things as GATB, Interest Inventory, Strong-Campbell, culturally oriented NATB (non reading App. Test Battery) Kruger, Holland Self-Directed Search, Interest

Check list. Yes _____ No _____

2) Additional sources of occupation.

3) Occupational decision making and clarification of work values.

4) Individualized Employment Planning

5) Creative Job Search techniques including; motivation, needs satisfaction, etc.

6) Apprenticeship programs

7) Counseling toward non-traditional vocations

8) Understanding job licensing as it relates to some occupations

9) Community resources

10) Relating WOIS to Job Placements

IV. DEMOGRAPHICS

15. What are your job responsibilities at your agency?

_____

_____

_____

_____

16. Have you been directly responsible for counseling YETP clients in the use of WOIS?

Yes _____

No _____

17. Have other co-workers been trained in the use of WOIS?

Yes _____

No _____

How many? _____

What per cent? _____

APPENDIX C

WASHINGTON OCCUPATIONAL INFORMATION SERVICE (WOIS) SURVEY

USE A NO. 2 PENCIL. BLACKEN THE BOX BESIDE YOUR CHOICE OR ANSWERS.

SITE INFORMATION

SYSTEMS USED: (CHECK ALL THAT APPLY)
- NEEDLE SORT
- COMPUTER
- MICROFICHE
- WOIS INFORMATION FILES

WOIS SYSTEM USED AT: (CHECK ONLY ONE)
- JR. HIGH/MIDDLE SCHOOL
- HIGH SCHOOL
- VOCATIONAL TECH. INSTITUTE
- COMMUNITY COLLEGE
- 4-YEAR COLLEGE OR UNIVERSITY
- PUBLIC LIBRARY
- CETA
- EMPLOYMENT SECURITY
- VOCATIONAL REHABILITATION
- OTHER

SITE LOCATION (CHECK ONE)
- KING/SNO COUNTY AREA
- PIERCE COUNTY
- SPOKANE COUNTY
- TRI-CITY AREA
- YAKIMA AREA
- OLYMPIC PENINSULA
- EASTERN WASHINGTON
- CENTRAL WASHINGTON
- NW WASHINGTON
- SW WASHINGTON
- NC WASHINGTON

YOUR PRESENT ACTIVITY

DESCRIBE YOUR PRESENT ACTIVITY (CHECK ONLY ONE)
- JUNIOR OR SENIOR HIGH SCHOOL
- TRAINING: CETA, YETP, JOB CORP ETC.
- VOCATIONAL TECHNICAL SCHOOL
- BUSINESS, BEAUTY SCHOOL, ETC.
- COMMUNITY COLLEGE
- 4-YEAR COLLEGE OR UNIVERSITY
- EMPLOYED FULL OR PART TIME
- NOT EMPLOYED, SEEKING WORK
- NOT EMPLOYED, PLANNING TO GO TO SCHOOL

HOW DID WOIS AFFECT YOUR CHOICE OF OCCUPATIONS TO EXPLORE?
- HELPED THINK OF NEW POSSIBILITY
- HELPED FURTHER EXPLORE CHOICES I HAD IN MIND
- BOTH OF THE ABOVE
- NEITHER OF THE ABOVE

NUMBER OF TIMES YOU USED WOIS:
- 1
- 2
- 3
- 4
- 5 OR MORE

BACKGROUND

YEARS OF SCHOOL COMPLETED:
- LESS THAN 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- MORE THAN 16

NUMBER OF FULL-TIME JOBS HELD:
- NONE
- 1
- 2
- 3
- 4
- 5
- MORE THAN 5

YEARS OF FULL-TIME EMPLOYMENT:
- NONE
- LESS THAN 1
- 1-3
- 4-6
- 7-9
- 10 OR MORE

RATINGS OF WOIS SERVICES

(CHECK ONLY ONE RATING PER QUESTION)

OCCUPATION LIST FROM QUEST:
- 5 VERY APPROPRIATE
- 4
- 3 AVERAGE APPROP.
- 2
- 1 NOT APPROPRIATE
- DIDN'T USE QUEST

DESCRIPTIONS OF OCCUPATIONS (WHAT IS DONE ON THE JOB):
- 5 VERY USEFUL
- 4
- 3 AVERAGE USEFULNESS
- 2
- 1 NOT USEFUL
- DIDN'T USE

JOB OUTLOOK INFORMATION:
- 5 VERY USEFUL
- 4
- 3 AVERAGE USEFULNESS
- 2
- 1 NOT USEFUL
- DIDN'T USE

PROGRAMS OF STUDY INFORMATION:
- 5 VERY USEFUL
- 4
- 3 AVERAGE USEFULNESS
- 2
- 1 NOT USEFUL
- DIDN'T USE

HOW TO PREPARE FOR OCCUPATIONS:
- 5 VERY USEFUL
- 4
- 3 AVERAGE USEFULNESS
- 2
- 1 NOT USEFUL
- DIDN'T USE

HIGH SCHOOL STUDENT PREPARATION INFORMATION:
- 5 VERY USEFUL
- 4
- 3 AVERAGE USEFULNESS
- 2
- 1 NOT USEFUL
- DIDN'T USE

ADDITIONAL INFORMATION SOURCES (BIBLIOGRAPHY):
- 5 VERY USEFUL
- 4
- 3 AVERAGE USEFULNESS
- 2
- 1 NOT USEFUL
- DIDN'T USE

NAMES OF PEOPLE TO CONTACT OR VISIT:
- 5 VERY APPROPRIATE
- 4
- 3 AVERAGE APPROP.
- 2
- 1 NOT APPROPRIATE
- DIDN'T USE
- NOT AVAILABLE

SCHOOL SERVICES AND COSTS:
- 5 VERY VALUABLE
- 4
- 3 AVERAGE VALUE
- 2
- 1 NOT VALUABLE
- DIDN'T USE

OVERALL RATING OF THE WOIS SYSTEM:
- VERY GOOD
- GOOD
- AVERAGE
- POOR
- VERY POOR

OPTIONAL QUESTIONS

ETHNIC ORIGIN:
- AMER. INDIAN
- ASIAN AMERICAN
- BLACK
- HISPANIC
- WHITE
- OTHER

AGE:
- UNDER 15
- 15-18
- 19-22
- 23-26
- 26-30
- OVER 30

SEX:
- MALE
- FEMALE

MAY WE CONTACT YOU FOR MORE INFORMATION IN THE FUTURE?
- NO
- YES, USE MY ADDRESS BELOW.

NAME _____

ADDRESS _____

CITY _____ ZIP _____

APPENDIX D

WOIS/OCD PROJECT I AND PROJECT IV

PROJECT ELEMENTS

Objectives	*	Enabling Activities	Time Frame	Evaluation
GOAL A: Washington Occupational Information Service (WOIS) will provide occupational and labor market information to YETP personnel for use in CETA sites				GOAL A: will be met by (1) 90% of the selected YETP personnel attending seminars for training in the use of the WOIS system obtaining a test score of 80% or greater on topics presented (2) the evaluators obtaining staff perceptions of the effectiveness of WOIS materials, and (3) the evaluators obtaining feedback from clients served.
Objective 1: Provide training seminars for YETP personnel to enable them to implement service. (Project I)	C	1. Determine 21 CETA sites as users.	4/06-4/14	
	W	2. Determine location and number of training sites for presentation of workshops.	4/10-4/14	
	W	3. Modify the basic curriculum if necessary	4/06-4/28	
	W	4. Modify the training materials as required.	4/15-4/28	
	W	5 Reproduce training materials as required	4/15-4/28	
	W/E	6. Review curriculum content and training materials with evaluation team.(For Project IV)	5/01	
	E	7. Develop test instruments for seminars (Evaluation team) (For Project IV)	4/06-5/07	
	W	8. Review of instruments by WOIS personnel.(Project IV activity)	5/08	

Objectives	*	Enabling Activities	Time Frame	Evaluation
Objective 1 (continued)	E	9. Develop procedures for follow-up evaluation. (Evaluation Team).	4/06-5/31	
	E	10. Develop techniques and instruments for follow-up	4/06-5/31	
	E/W	11. Review procedures with WOIS staff.	4/06-5/31	
	E/W	12. Integrate follow-up procedures into training sessions presentations.	4/06-5/31	
	W	13. Assign instructors.	4/15	
	W	14. Schedule workshops.	4/15-4/28	
	W	15. Conduct planning session with instructors.	5/03	
	W	16. Invite trainees (select 2 personnel minimum from each site; (5 maximum).	4/20-4/26	
	W	17. Conduct training sessions.	5/09-6/09	
	E	18. Evaluate training sessions(s)	5/09-6/09	As shown by criteria that 90% of trainees achieved minimum test scores of 80%
	W	19. Make appropriate adjustments for training sessions	5/09-6/09	
Objective 2: Implement use of WOIS system at selected CETA sites by seminar trainees. (Project I)	W	1. Placement of WOIS materials in selected CETA sites by trainees.	5/09-6/09	
	C	2. Assist youth in its use.	5/09-9/29	As shown by site records
	C	3. Keep records of student use.	5/09-9/01	
Objective 3: Conduct follow-up evaluation. (Project IV)	E	1. a. Conduct telephone interview with at least one YETP personnel from each CETA site who attended WOIS Seminar.	6/01-9/01	As obtained from structured interview.

Objectives	*	Enabling Activities	Time Frame	Evaluation
Objective 3 (continued)	E	b. Determine user satisfaction with system	6/01-9/01	
	E	c. Obtain perceptions of the effectiveness of WOIS	6/01-9/01	
	E	2. Determine clientele satisfaction with WOIS system.	5/09-9/01	As obtained from op scan questionaire responses given at time WOIS system was used
Object 4: Document user and client's satisfaction with system.	E	1. Collect data	5/09-9/01	Success of program will be determined by expressed satisfaction of 66% of the clientele and results of structured interview with YETP personnel.
	E	2. Analyze data	6/01-9/15	
	E	3. Write report	9/15-9/30	

* Responsibility codes:
C = CETA Site Staff
W = WOIS Staff
E = Educational Assessment Center Staff